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ABSTRACT

Presented are ideas for learning activities that use books and stories to teach language arts, art, cooking, movement, health, music, and math to kindergarten and primary school students. Activities are organized around such topics as quilts, apples, teeth, hands, feelings, heroes, letters, and such events as birthdays, Mother's and Father's Day, Ground Hog Day, April Fools' Day, and bookbinding. The unit on heroes focuses on Malina, Squanto, Martin Luther King, Abraham Lincoln, George Washington, Helen Keller, Magic Johnson, Mary Lou Retton, Mother Theresa, and Joan Baez. Each unit provides a statement of intent and a list of books and readings, as well as suggested learning activities. Materials designed to be duplicated and handed out to students are included. (RH)

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USING LITERATURE TO TEACH IN ALL CURRICULUM AREAS K-3

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Dolores Bainter
Anne Crozier
Mary Deegan
1988

LANGUAGE ARTS CONFERENCE

OLD ADOBE SCHOOL DISTRICT

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DEDICATION

This booklet is lovingly dedicated to all the children in our school district, those no longer with us, and is in memory of Ross Reno who died this winter.

As teachers, it is our wish to enrich the lives of the children through good experiences. Through his friendship, Ross enriched the lives of his teachers and classmates.

INTRODUCTION

We are indebted to illustrator/author Tomie de Paola for his book The Quilt Story. de Paola spoke at the May, 1987 International Reading Association Conference in Anaheim, and described his fascination with quilt patterns. His farmhouse in New England is filled with quilts that he has collected and quilts he has made himself.

Hearing about his quilts, attending a production of the Broadway play, "The Quilters" and lengthy discussions inspired the development of "Quilt Curriculum." We hope that you get as much warmth and fun out of using our ideas as we had in formulating them.

* *The love of reading is one of the most important gifts that teachers and parents may give to children. Literature will provide experiences that are ordinarily inaccessible to students, broaden their knowledge of the world and its people, and improve reading skills, such as decoding and comprehension. Literature is one of the basics and should be taught in all curricular areas.*

* *Recommended readings in literature California State Department of Education.*

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We would like to acknowledge the colleagues we have worked with over our combined 61 years in the field of education. Bits and pieces from everyone and everywhere have been integrated into these lessons.

The staffs of Bernard Eldredge School and Miwok Valley School have shared their materials with us and participated in the school activities.

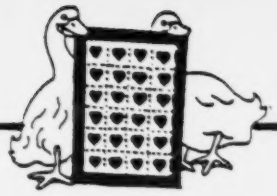
Jane Kibler was our able typist.

Marie Hinton assisted us with the book binding.

Many thanks to our colleague Becky Farwell-Wacker, who designed the cover for our booklet.

We appreciate the encouragement and support we have received from Dr. Billye Raye Lipscomb in the Old Adobe Union School District Office.

Thank <u>you</u> for using our ideas in your classroom, adding to them, making them your own and then passing them on by sharing them with your colleagues.



QUILTS

I. Subject: Quilts

II. Statement of Intent: To give children an opportunity to experience their heritage.

III. Bibliography

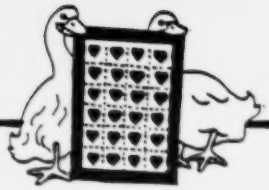
1. The Quilt Story by Tony Johnston and Tomie DePaola, G. P. Putnam Sons, New York.
2. The Patchwork Cat by Nicola Bayley and William Mayne, Alfred A. Knopf, New York.
3. The Calico Jungle by Dahlov Ipcar, Alfred A. Knopf, N.Y.
4. The Quilt by Ann Jonas.
5. The Goat in The Rug by Charles L. Blood and Martin Link, Parents Magazine Press, New York
6. Grandma's Quilt by Molly Bang
7. The Josephine Quilt by Eleanor Coerr

IV. Curriculum

Present The Quilt Story by Tomie DePaola. Talk about quilts, ask families to lend theirs to hang in the classroom and if possible come in to tell the quilt's story.

A. Language Arts.

1. Discuss the different uses of quilts.
2. Children will design a quilt with rubber stamps and make up a story to tell about their design. (See samples)
3. Make a book of these pages.



B. *Art*

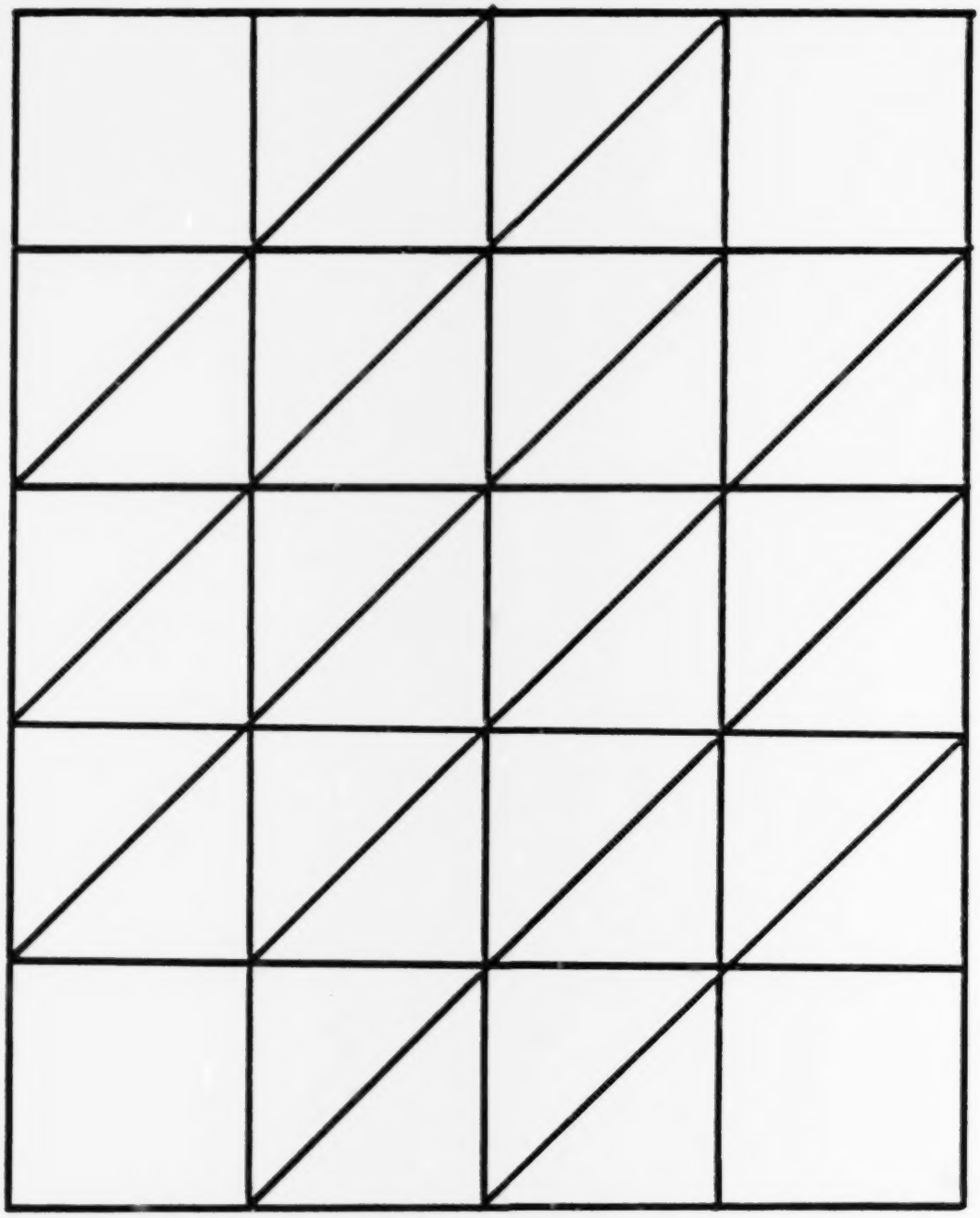
Ask the children to bring 12 inch squares of fabric from home. In the classroom stitch these together with a sewing machine, putting in batting layer and a backing cloth. Allow children to press the power pedal on the sewing machine. With the children, sew knots every ten inches on the quilt.

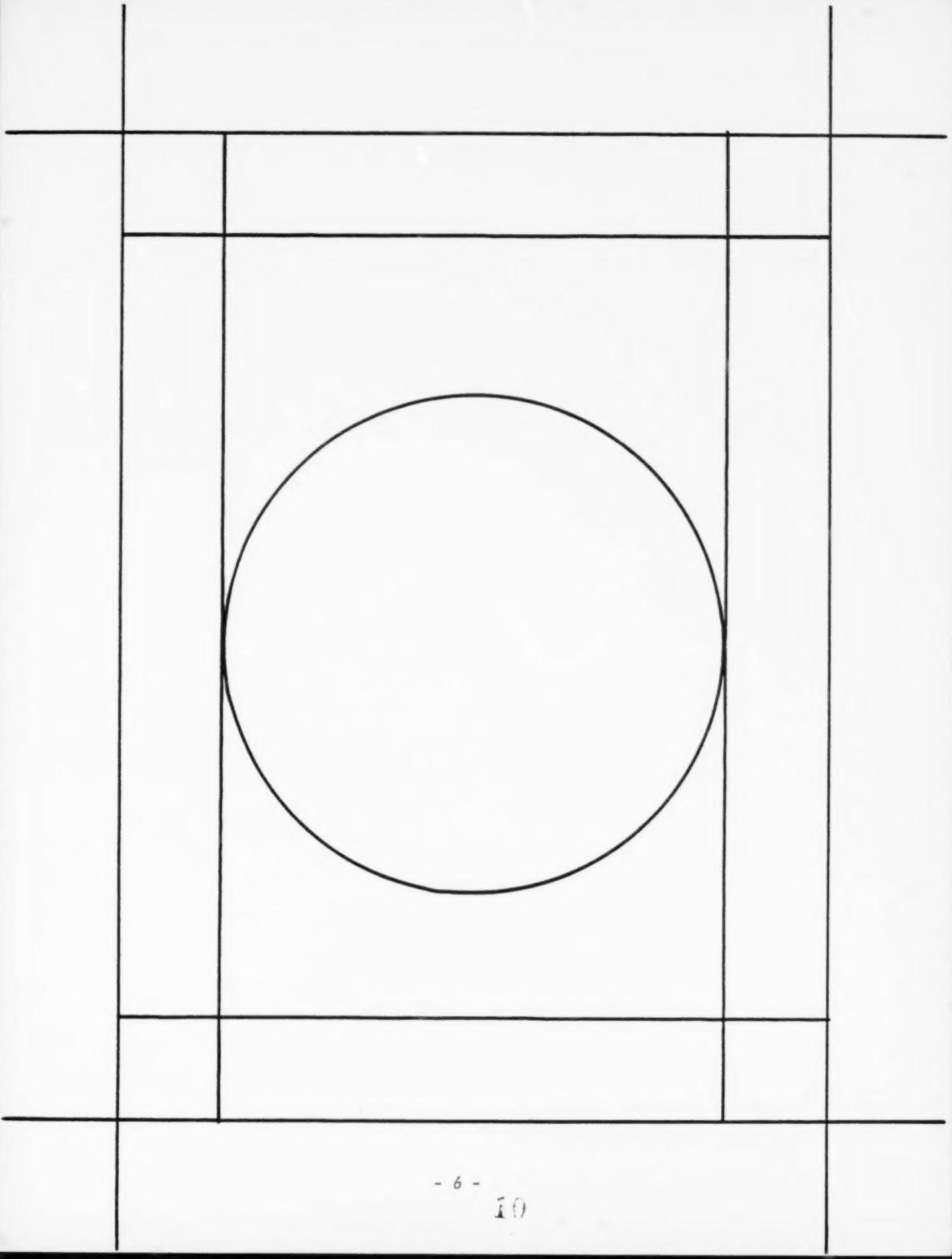
C. *Cooking*

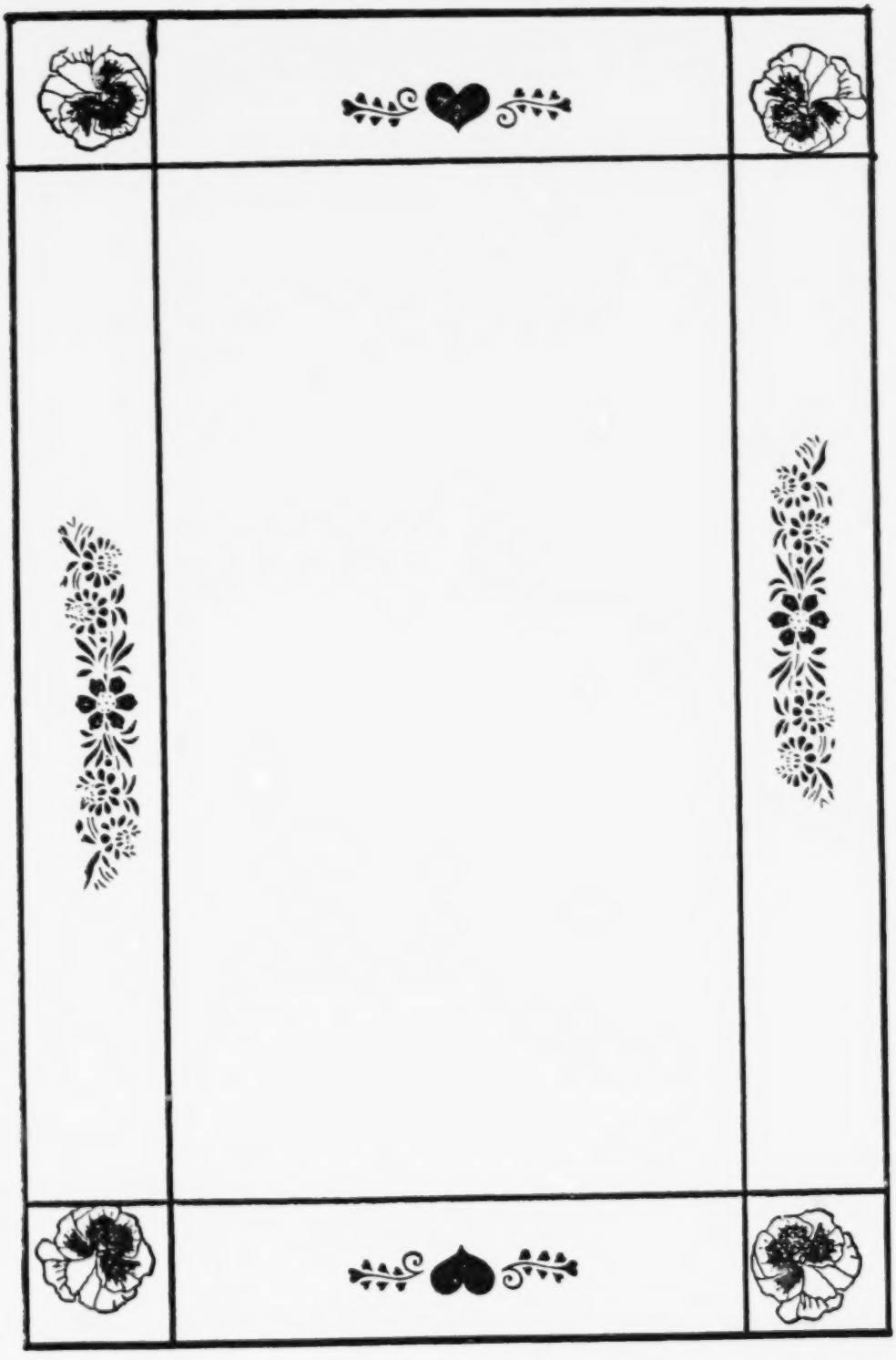
Using toasted waffles allow children to create a pattern on the waffle with blue berries, peanuts, carob chips and raisins.

D. *Math*

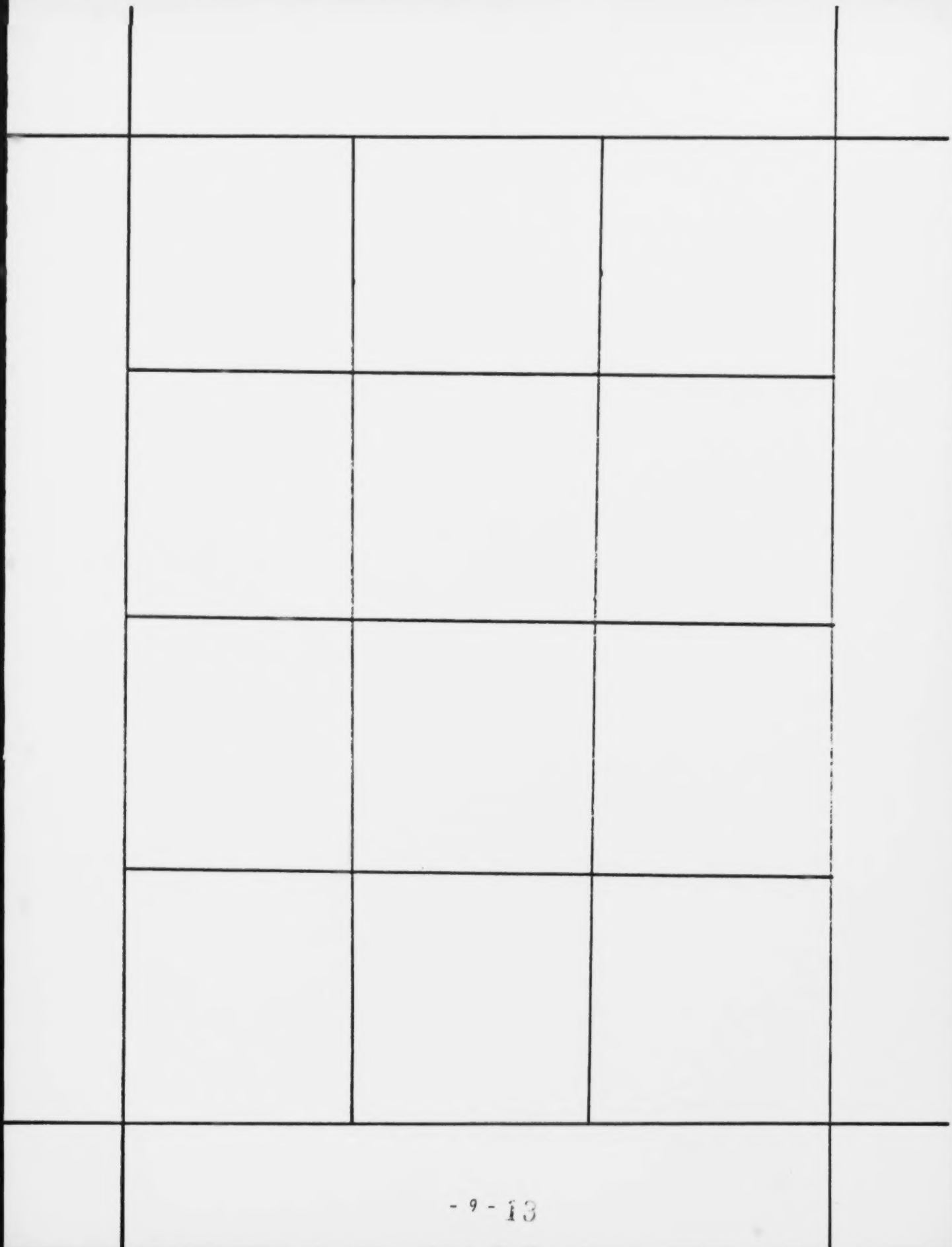
Discuss patterns in quilts, counting the points on a quilt star.

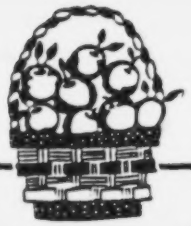






For Children's Individual Quilt Stories





APPLES

I. Subject: Apples

II. Statement of Intent: To provide an opportunity for the children to learn about apples and think about them in new ways.

III. Bibliography

A. Johnny Appleseed by Aliki, Prentice Hall books.

B. Apple Tree Christmas by Trinka Hakes Noble, Dial Books, New York.

C. Applebet by Clyde Watson, Farrar, Strauss and Giroux, New York.

D. Apple Trees by Sylvia A. Johnson, Lerner Publications, Minn.

E. Apples, A Bushful of Fun and Facts by Bernice Kohn, Parents Magazine Press, N.Y.

F. An Apple Growing Community by the Social Science Staff of the Educational Research Council of America, Allyn and Bacon, Inc., Belmont, CA.

G. Play Power by Sharron Werlin Krull and Norma Don, Play Power Publishing, Orinda, CA.

IV. Curriculum

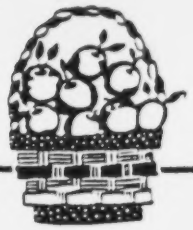
A. Present Johnny Appleseed book and film (available at your county office of education).

B. Language Arts

1. Teacher brings in a variety of apples, labels them and sets up a display. Children will learn the identifying characteristics of the different apples.

2. Discuss the different ways apples are eaten.

3. Flannel Board story of The Little Red House With No Doors and No Windows by Carolyn Sherwin Bailey (see samples).



C. Art

1. Apple Mobile - child chooses red, yellow or green paper, tells the name of the apple and makes the mobile (see sample).

2. Make apple stamp stop signs - Dip half apples in red, yellow and green paint to make the circle lights on the stop sign.

D. Cooking

Day 1: Tasting different types of apples

Day 2: Apple finger Jello (see sample)

Day 3: Dried apples

Day 4: Apple juice and apple tarts

Day 5: Make applesauce with all the display apples

E. Movement

1. Play "Apple, Apple who has the apple?." Hide an apple in the room. Child is clued by class to find it.

2. Play two parachute games

a. "Fast Foods" substituting the names of different apples.

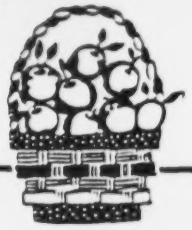
b. Fruit salad - red ball is the apple (see sample V and VI).

F. Math

1. Provide red, yellow and green apples cut in pieces. Ask each child to identify their favorite and graph results. Each child chooses a one inch square of red, yellow or green paper and places it on chart by their name.

2. Count the seeds in your apple and plant them.

3. While making apple sauce, discuss halves, quarters, whole. Measure sugar in measuring cup and discuss.



THE LITTLE RED HOUSE WITH NO DOORS AND WINDOWS

by Caroline Sherwin Bailey

There was once upon a time a little boy who was tired of all his toys and tired of all his picture books and tired of all his play.

"What shall I do?" he asked his mother. And his mother, who always knew beautiful things for little boys and little girls to do, said:

"You shall go on a journey and find a little red house with no doors and no windows and with a star inside."

Then the little boy's eyes grew big with wonder. "Which way shall I go," he asked, "to find a little red house with no doors and no windows and with a star inside?"

"Down the lane and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey."

So the little boy put on his cap and his jacket and started out.

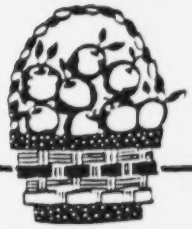
He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. Her cheeks were like pink blossom petals, and she was singing like a robin.

"Do you know where I shall find a little red house with no doors and no windows and with a star inside?" the little boy asked her.

The little girl laughed. "Ask my father, the farmer," she said. "Perhaps he knows."

So the little boy went on until he came to the great brown barn where the farmer kept barrels of fat potatoes and baskets of yellow squashes and golden pumpkins. The farmer, himself, stood in the doorway looking out over the green pastures and yellow grain fields.

"Do you know where I shall find a little red house with no doors and no windows and with a star inside?" asked the little boy of the farmer.



The farmer laughed, too. "I've lived a great many years and I never saw one," he chuckled, "but ask Granny who lives at the foot of the hill. She knows how to make molasses candy and popcorn balls and red mittens. Perhaps she can direct you."

So the little boy went on farther still, until he came to Granny sitting in her pretty garden of herbs and marigolds. She was as wrinkled as a walnut and as smiling as the sunshine.

"Please, dear Granny," said the little boy, "Where shall I find a little red house with no doors and no windows and with a star inside?"

The Granny was knitting a red mitten, and when she heard the little boy's question, she laughed so cheerily that the wool ball rolled out of her lap and down to the little pebbly path.

"I should like to find that little house myself," she chuckled. "It would be warm when the frosty nights come and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you."

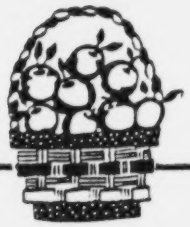
So the little boy took off his cap politely to the Granny and went on up the hill rather sorrowfully. He wondered if his mother who usually knew almost everything that was to be known, had, perhaps made a mistake.

The wind was coming down the hill as the little boy climbed up. As they met, the wind turned about and went along, singing, beside the little boy. It whistled in his ear and pushed him and dropped a pretty leaf into his hands.

"Oh wind, asked the little boy, after they had gone along together quite a way, "can you help me find a little red house with no doors and no windows with a star inside?"

The wind cannot speak in our words, but it went singing ahead of the little boy until it came to an orchard. There it climbed up in an apple tree and shook the branches. When the little boy caught up, there, at his feet, lay a great rosy apple.

The little boy picked up the apple. It was as much as his two hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up as straight as a chimney. But it had no doors and no windows. Was there a star inside?



"I wonder," thought the little boy. He took his jack-knife from his pocket and cut the apple through the center. Oh, how wonderful! There, inside the apple, lay a star holding brown seeds.

So the little boy ran home to his mother and gave her the apple.

"It is too wonderful to eat without looking at the star, isn't it?" he asked.

"Yes, indeed," answered his mother.

APPLE RIDDLE

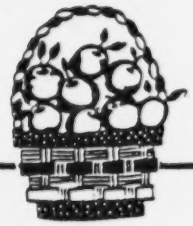
A little red house
Just three inches wide,
As round as can be,
With a star inside.

What is it?

APPLE FINGER JELLO

3 envelopes unflavored gelatin
1 can (12 oz) frozen unsweetened apple juice concentrate thawed
1 1/2 Cups boiling water

Soften gelatin in the thawed apple juice. Pour in the boiling water and stir until gelatin dissolves. If necessary heat gelatin mixture to dissolve. Pour into lightly greased 9" x 13" pan and chill overnight. Cut into squares when firm. Refrigerate in a covered container. Can go four hours under normal conditions without refrigeration.



FAST FOOD GAME

Set Up and Materials:

1. *Parachute in available indoor or outdoor space.*

Procedure:

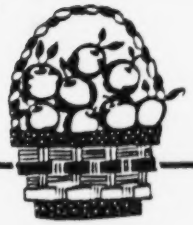
1. *Position children sitting down in Ready Position at the seams of the parachute using the claw hold grip.*
2. *The teacher helps the children count off by saying, "Hamburger", "Hot Dog", "French Fries", "Milkshakes". The sequence is repeated so each child has an identification. In turn, each person is asked to say aloud their identification.*
3. *The teacher asks the group to stand up. The teacher says, "Touch the parachute to your toes, ready, lift."*
4. *The teacher then calls out ONE of the four "Fast Foods", either "Hamburger", "Hot Dog", "French Fries", "Milkshakes". The children with THAT identification, release the parachute and take a step underneath the parachute to perform a simple stunt or trick (such as turning around, doing a jumping jack, touching toes, clapping hands, etc...). Then, they quickly return to their spot to grab the edge of the parachute before it touches the ground.*
5. *The teacher can call out more than one Fast Food at a time.*

Specific Goal:

1. *Locomotor skills*
2. *Directionality*

Suggestions and Variations:

1. *With younger children the teacher should have only two fast foods "counted off" such as "Hamburger" or "Hot Dog".*
2. *Also, with younger children, the teacher should be very specific as to the stunt or trick. The teacher should say, "Clap your hands." Then, the group could progress during other turns to do a stunt of their choice.*



FRUIT SALAD

Materials

1. *Parachute in available indoor or outdoor space.*
2. *Nerf balls of various colors.*
3. *Sponge*

Procedure:

1. *Position children at seams of parachute standing up holding the parachute with the claw hold grip.*

2. *As the teacher tosses in the balls, the balls are identified with the names of fruits (i.e. red would be apples).*

3. *Encourage the children to 'mix the fruit salad' by shaking and tossing the nerf balls while the parachute is being vigorously shaken up and down.*

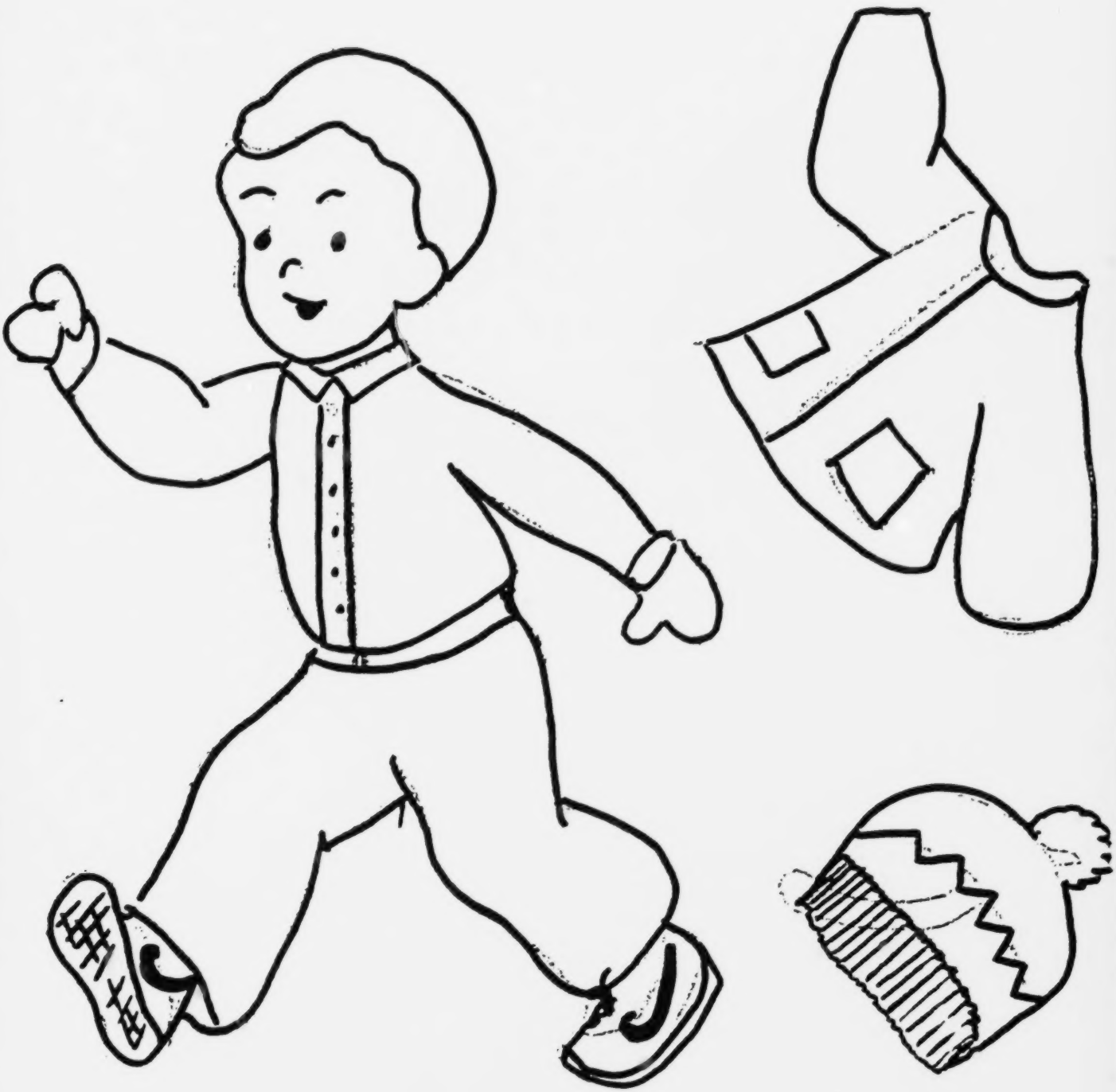
4. *Then, the teacher tosses in a sponge saying, "What! dear, my kitchen sponge is in there. We don't want my kitchen sponge in our delicious Fruit Salad. Let's try to shake out that sponge." The teacher continues the dialogue by saying, "Let's try not to lose any of our yummy fruit, though."*

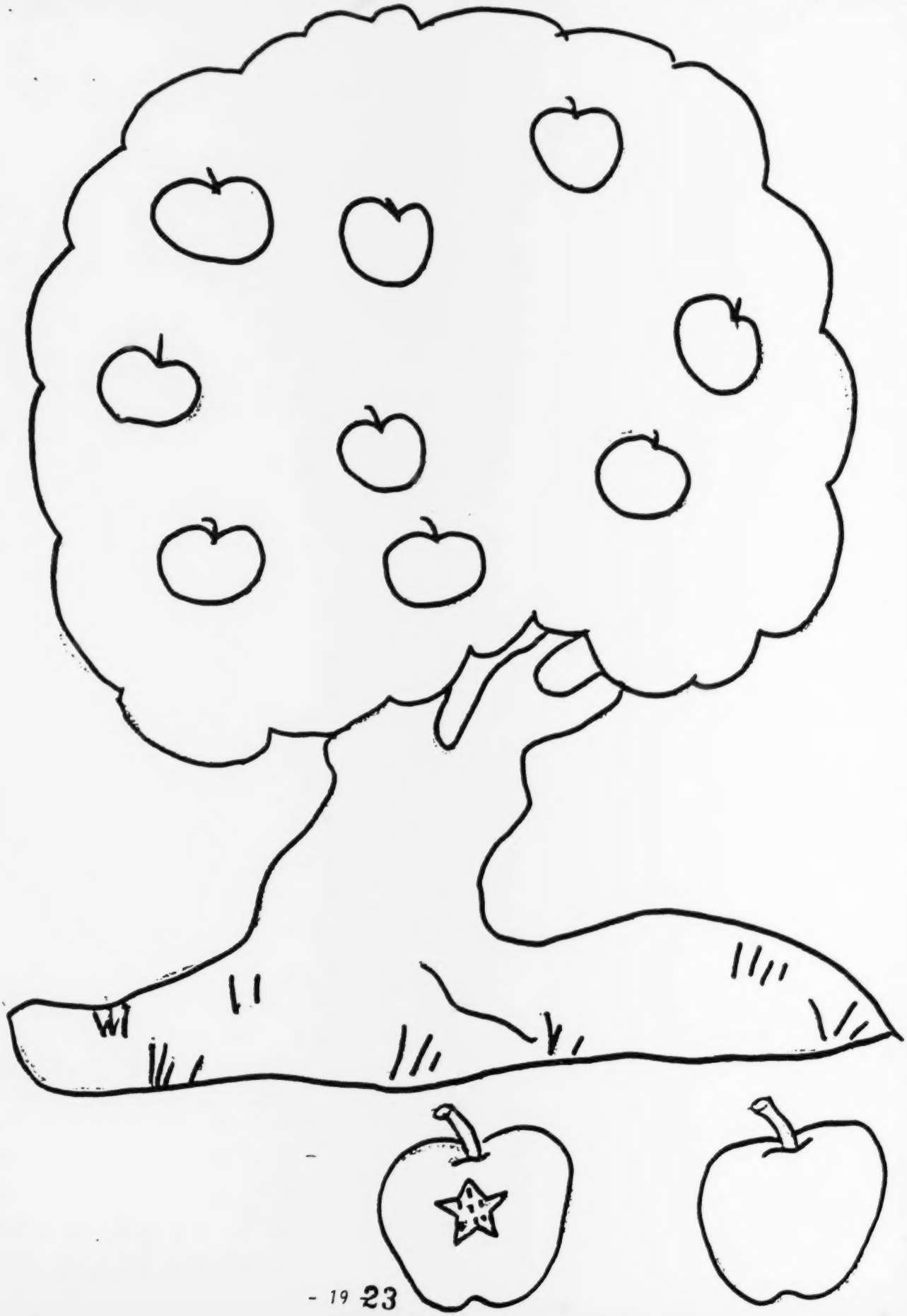
5. *Children cooperate and try to shake out only the sponge.*

Specific Goal:

1. *Cooperation*
2. *Visual discrimination*
3. *Eye tracking*

from CIRCLE TIME





Apple Mobile

Use this pattern to make apple core mobiles to hang in the classroom. Cut two tops, two centers, two bottoms and two stems and leaves from construction paper. Use red or yellow paper for the apple, white for the core and green for the leaf.

Glue a piece of yarn down the middle of the apple and hang.

After sampling pieces of fresh apples, children may wish to save the apple seeds and glue them in place on the core.

"TEACHER'S FRIEND"
copyright 1986

HAPPY BIRTHDAY

I. Subject: Birthdays

II. Statement of Intent: To increase self-esteem through a celebration of the children's birthdays.

III. Bibliography

A. The 329tn Friend by Margaret W. Sharmat, Four Winds pub, New York.

B. Barbara's Birthday by James Stevenson, Green Willow Brothers, New York.

C. The Important Book by Margaret Wise Brown.

D. Cat and Dog Give a Party by Miller, Cohen Franklin Watts, New York.

E. Too Much Birthday by Stan and Jan Berenstain, Random House, New York.

F. Happy Birthday Moon by Frank Asch, Harper and Row.

G. Mr. Rabbit and the Lonely Present by Charlotte Zolotow, Harper and Row, New York.

H. The Great Watermelon Birthday by Vera B. William, Greenwillow Books, New York.

I. Benny Bakes a Candle by Eric Rice, Greenwillow Books, New York.

J. Grandpa Gus's Birthday Cake by Jan Wahl, Prentice Hall, Inc., New Jersey.

K. Play Power, op. cit.

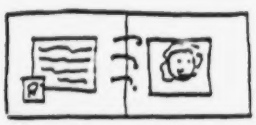
IV. Curriculum:

Present the book, Barbara's Birthday by James Stevenson, at the beginning of the school year and discuss how birthdays will be celebrated in the classroom for the year. In addition, send a letter home establishing the logistics of the celebration.

A. *Language Arts: Four suggestions for classroom celebrations*

1. *Read: The Important Book, by Margaret Wise Brown, Harper and Row, 1949; and I'm Terrific, by Marjorie Weinman Sharmat, Scholastic Book Services, 1977.*

   Create: Important Birthday Class Book. The teacher reads the important book and leads the discussion about the person the book will be given to. A few key phrases are chosen and the children are directed to draw a picture about the person doing their special important activity. The teacher types the children's "important" story on separate paper. The form of the book is as illustrated below:



   On each individual child's birthday the class makes an important birthday book for their classmate. The birthday child stands up in front of the room and everyone tells the teacher what they think is important about that child. The teacher records all comments on the black board. Although most of the children are not yet reading, the children discuss the comments and decide which comment is the most appropriate. That becomes the comment that is the same on each page. Example: "The importat thing about (child's name) is he likes me a lot." (Each child adds two or three ideas) but the important thing about (child's name) is he likes me a lot."

2. *Present Pages*

   Procedure: Give each child a piece of drawing paper with words "Happy Birthday" printed on the top of the paper and the words, "your friend" at the bottom. Each child draws a picture of what they want to give to the birthday child. The pages are bound in a book and sent home that day. Print on the cover, "This Birthday Book belongs to Fred."

3. *Birthday Snappers*

Procedure: Use a 12 inch square of crepe paper, a toilet paper roll and ribbon to make the snapper. Have each child dictate a word or phrase that describes the birthday child, e.g. "friendly" or "he shares." Send the snapper home to open with his family.

4. *Bear's Quilt*

Procedure: Read Happy Birthday Moon by Frank Asch.

Give each child an eight inch square of pastel construction paper printed with Bear (see sample). Each child draws what they would give Moon for a Birthday present. Laminate the drawings and punch out holes as on Birthday sample. Have the children sew the drawings together. For quilt setup see Birthday sample. Hang in classroom or library.

B. *Math: Recite "Birthday Candles"*

Solo: Today I have a birthday.
I'm six years old you see.
And here I have a birthday cake.
(Make a circle with thumbs and forefingers)
Which you may share with me.
First we count the candles.

All: One, two, three, four, five, six.
(Hold up fingers one by one)
The counting now is done.
Solo: Let's snuff out the candles.
Out each flame will go.
All: WH...Wh...Wh...Wh...Wh...Wh...
And one by one we blow.

Make birthday candles, cover paper towel rolls, insert tissue flame with a string tied to the tissue and dangling down through the tube. As the children count the candles and the birthday child blows them out, the child holding that candle pulls the string to lower flame down and into the tube.

C. *Cooking*

Prepare finger jello using the recipe in the apple unit, and set in a jelly roll or cookie pan. Use numeral cookie cutter to cut out the number of the child's age.

D. *Movement - The Birthday Party*

Set up and materials:

1. *One small object to represent a birthday candle.*

2. *Children standing in a line with their hands behind their backs.*

Procedure:

1. *Teacher explains that we all want to go to "The Birthday Party" but we first must locate "the birthday person".*

2. *Children all close their eyes while standing in the formation. Teacher walks behind each child touching their hands. This is a signal for the child to close his hands. Into the hand of ONE child goes the "birthday candle".*

3. *This "birthday person" is unbeknownst to the group. They must find the "birthday person" by going to each member of the group, one at a time, and asking this question: "Are you the birthday person?"*

4. *In reply to the question, hands are opened to show that they are empty or they contain "the candle". Upon viewing the candle, the questioner will walk to the area designated for "the party" and wait sitting in ready position.*

5. *All children ask each other, "Are you the birthday person?" even the child holding "the candle". But only upon seeing the candle in the hand of the birthday person" will a guest be able to go over to the "party area".*

6. *After everyone is at the "party", "HAPPY BIRTHDAY TO YOU" will be sung.*

7. *Play continues with the "birthday person" selecting the next "birthday person" in the same way the teacher chose the first one.*

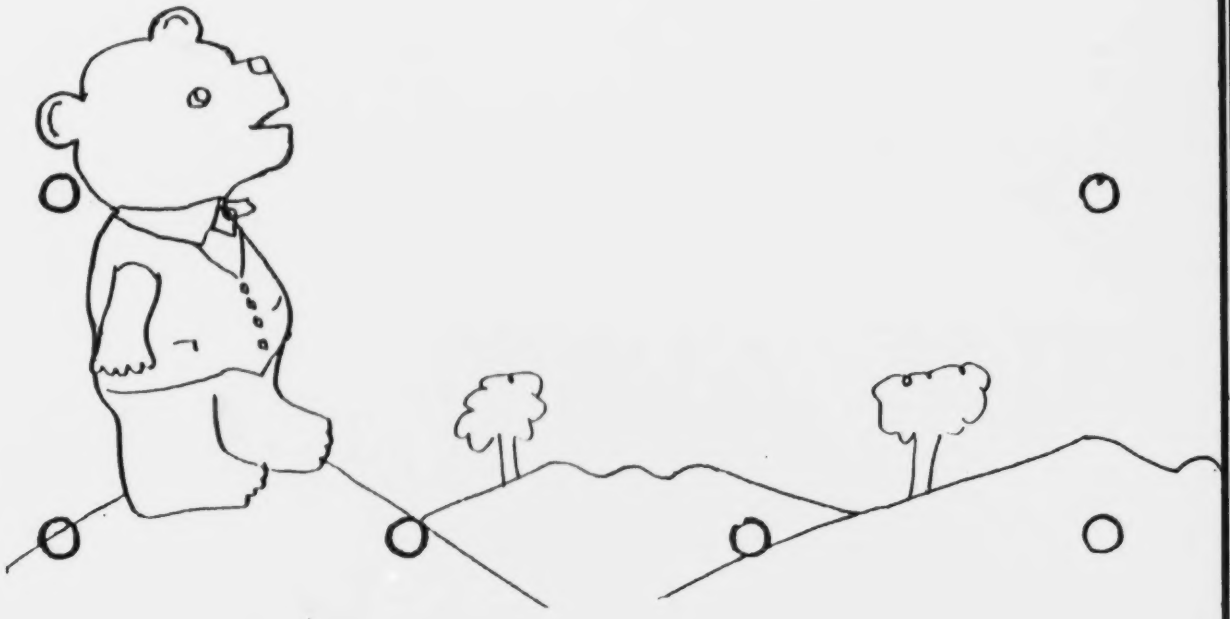
(FROM PLAY POWER)

HAPPY BIRTHDAY

30

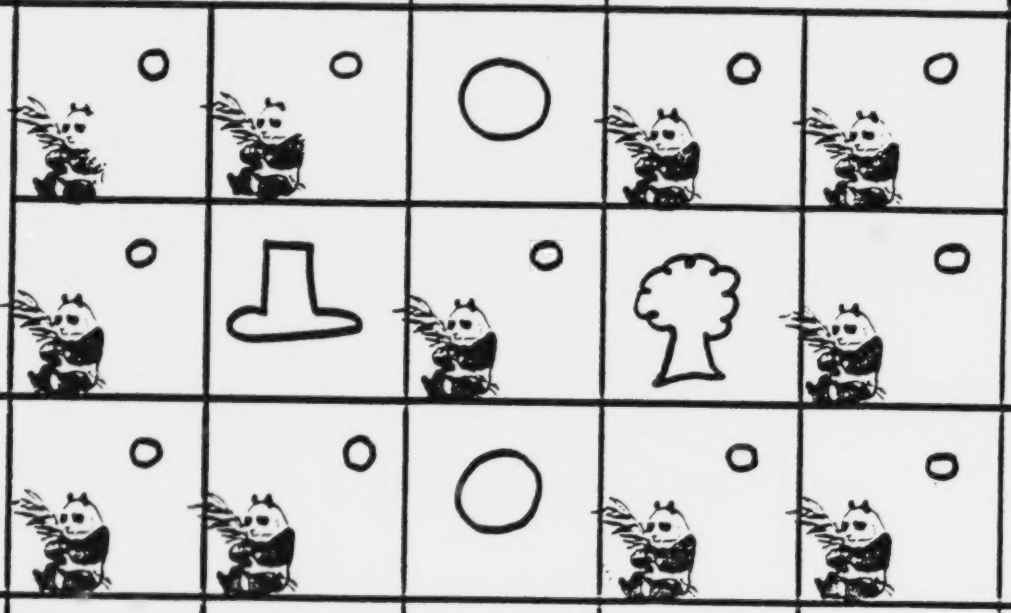
YOUR FRIEND

HAPPY BIRTHDAY, MOON!
I WILL GIVE YOU_____



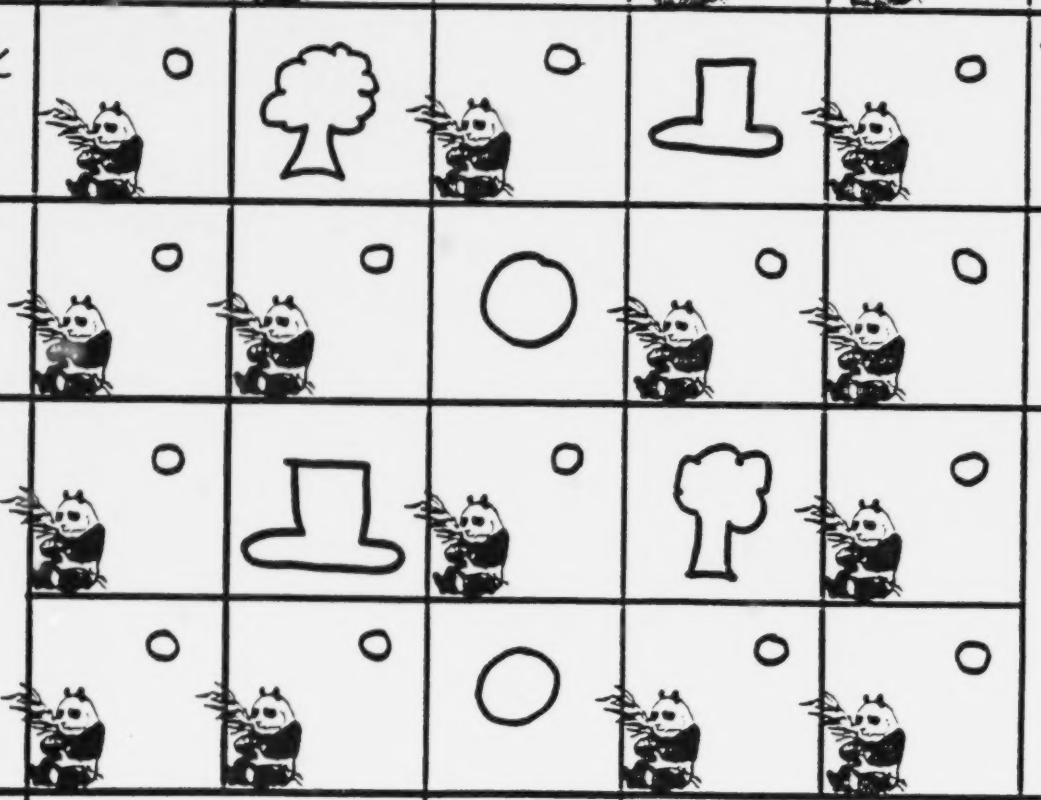
HAPPY BIRTHDAY MOON

HAPPY BIRTHDA MOON



FRANK ASCH

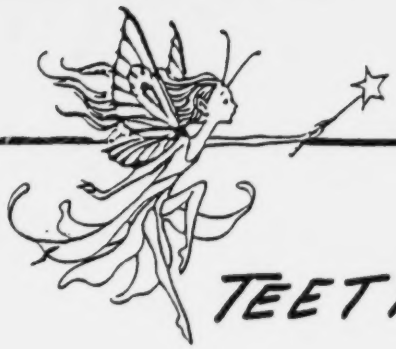
MRS. SHULLMAN KINDERGAR



HAPPY BIRTHDAY MOON

BERNARD GILDREDGG SCHOOL PETALUMA, CALIFORNIA

HAPPY BIRTHDAY MOON



TEETH

I. Subject: Teeth

II. Statement of Intent: The children will learn the importance of good dental hygiene and celebrate losing their first teeth.

III. Bibliography

A. Arthur's Tooth by Marc Brown, Little Brown and Company, Boston.

B. Little Rabbit's Loose Tooth by Lucy Bute, Crown Publishers, New York.

C. The Alligator's Toothache by Marguerite Dorian, Young Readers Press, New York.

D. Molly and the Slow Teeth by Pat Ross, Scholastic Books, New York.

E. The Tooth Witch Nurit Karlin, Lipprncott, New York.

IV. Curriculum: Read books about teeth and losing teeth. Class discussion.

A. Language Arts

1. Creative Writing idea: If you were the Tooth Fairy, what would you do with all the teeth you gathered.

2. Children learn the two major parts of the tooth; the "crown" and the "root" (see sample).

B. Cooking

1. "Apple Smiles" Directions: Core and slice 1 red medium apple. Spread one side of each apple slice with peanut butter. Place 4 or 5 yogurt covered raisins on top of the peanut butter on one apple slice. Top with another apple slice, peanut butter side down. Squeeze gently.

C. Math

1. Graph how many teeth each child has lost.

2. Draw a large mouth on paper. Count the children's top and bottom teeth.

   a. Have the children stamp that number with rubber stamps.

   b. Have the children paste small pieces of paper to the mouth drawing corresponding to the number of teeth in their mouths.

D. Health

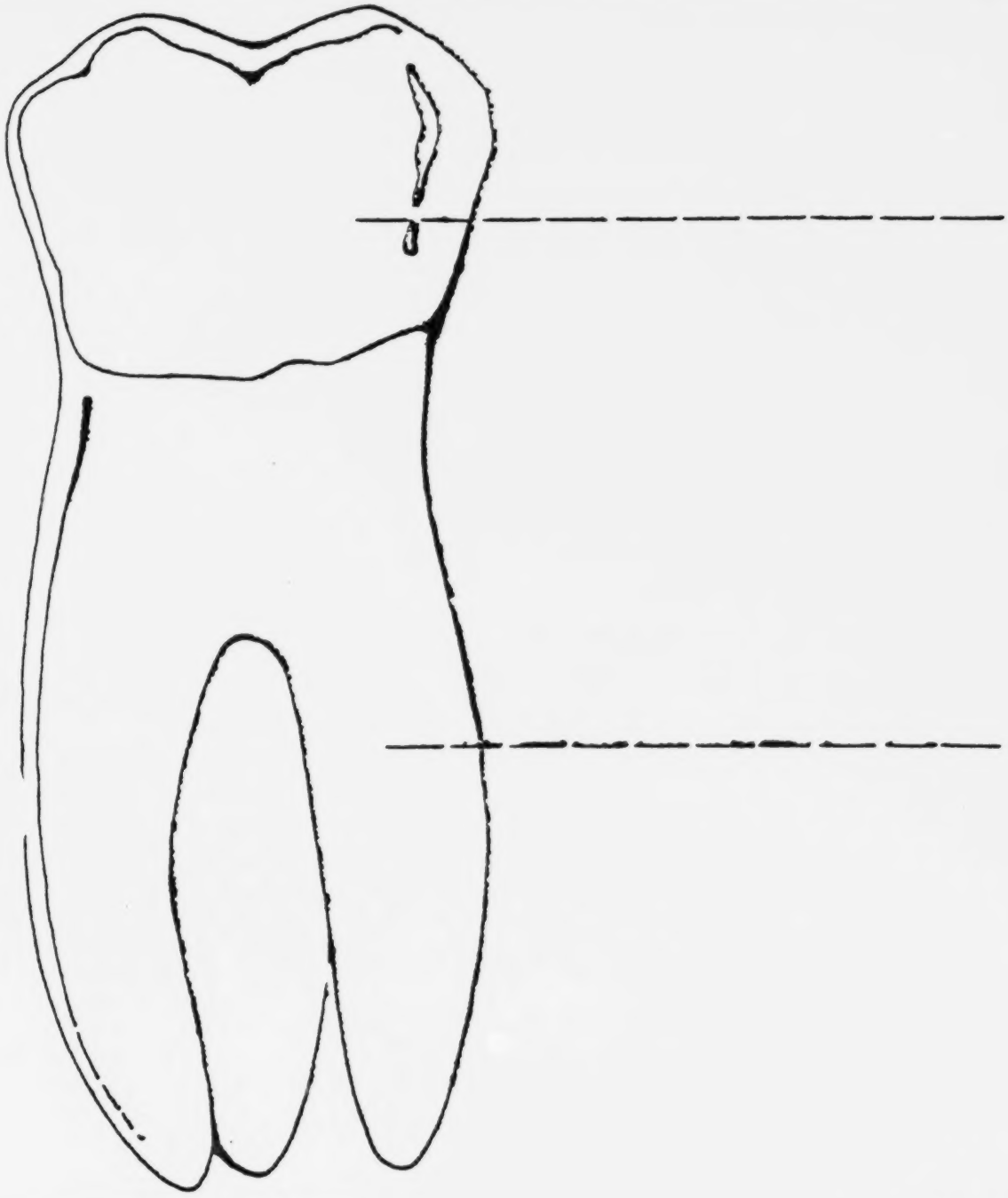
1. Contact Women's Auxiliary of the Dental Association in your area for any educational programs that they have for schools.

2. Discuss Happy Tooth - Sad Tooth (see sample of cut and paste).

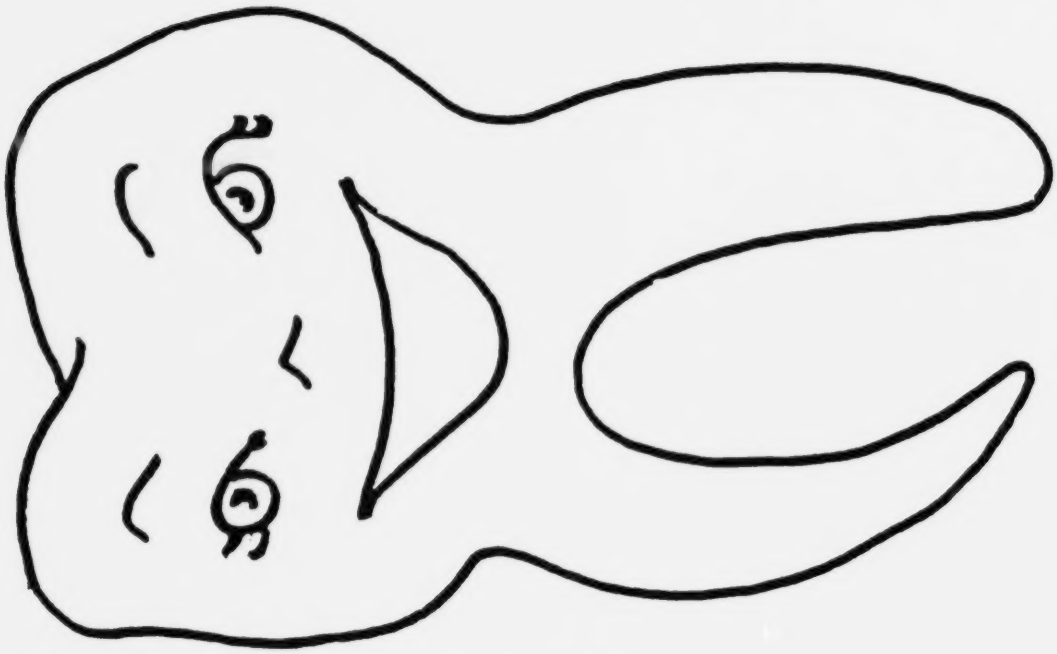
3. Give awards and tooth pendants when children lose teeth. Awards available at local teacher supply store. Tooth pendants from Treasure Toy House, call 1-800-328-0084. Ask for item M608.

Reorder No. S30A

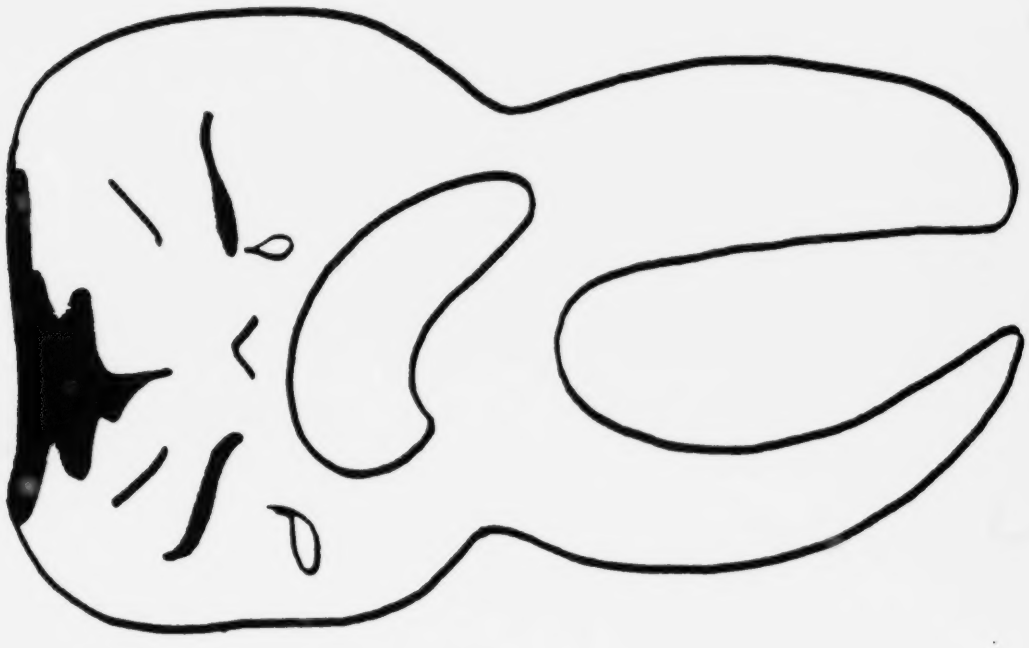
A Molar Tooth.



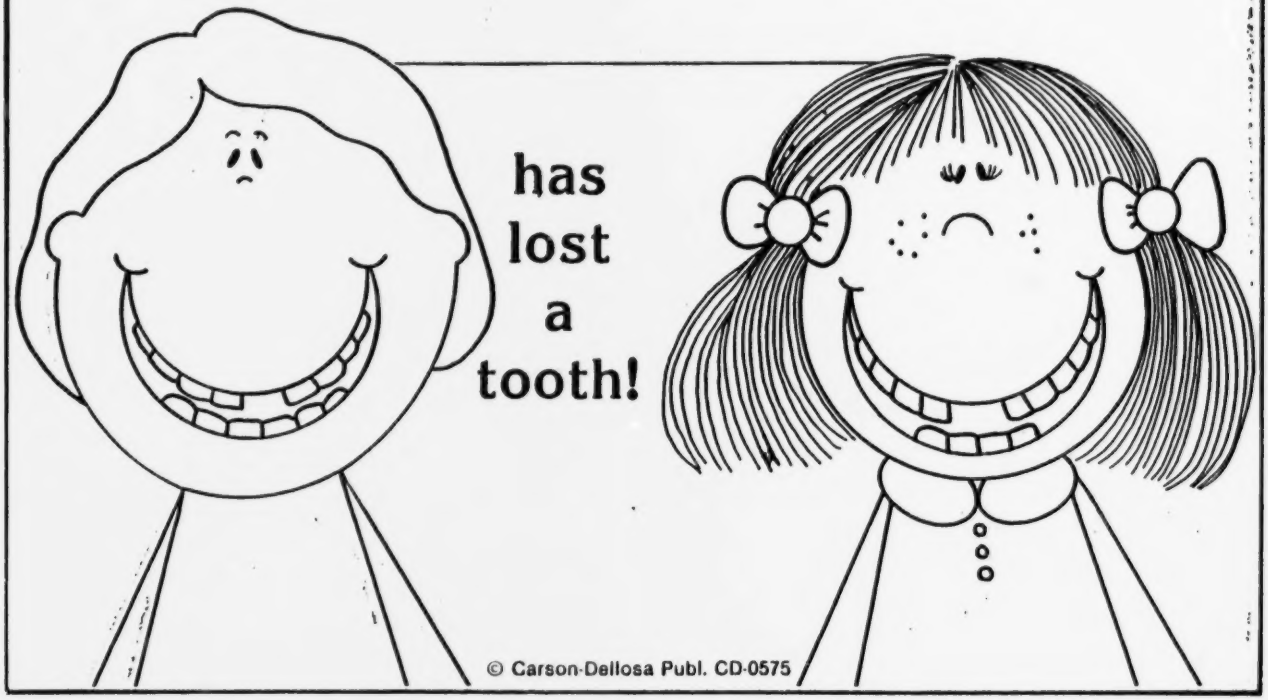
© 1973 AMERICAN DENTAL ASSOCIATION



HAPPY SAD



"There's a Hole in Your Smile" Award



I. Subject: Hands

II. Statement of Intent: To teach that hands can be used for communicating.

III. Bibliography

A. Here Are My Hands by Bill Martin, Jr. and John Archambault, Henry Holt and Co., New York.

B. Handtalk by Remy Charlip, Mary Beth, George Ancona, Four Winds Press, New York.

C. A Show of Hands by Mary Beth Sullivan and Linda Bourke, Addison-Wesley, Massachusetts

D. Finger Spelling Fun by David Adler, Franklin Watts, New York.

E. Finger Paint and Pudding Prints by Ann Sayre Wiseman, Addison-Wesley, Massachusetts.

F. Donald Says Thumbs Down by Nancy Evans Cooney, G. P. Putnam's Sons, New York.

G. Hand Rhymes, Marc Bown, E. P. Dutton, New York.

H. My Life As A Hand, Karen Anne Gardner, Academic Therapy Productions, San Rafael, CA.

I. The Thumbprint Book by Ed Emberley, Little and Brown and Company, New York.

IV. Curriculum

A. Language Arts

1. Read A Show of Hands and introduce sign language. Teach the children how to say a few common expressions, e.g., I love you, good morning, thank you, I'm sorry, hungry, afraid, tired, etc.

2. Read My Hands Can. Discuss. Make a Hand Quilt - Rule a six inch border on a 4' x 3' sheet of butcher paper. Enlarge a hand on an overhead projector and draw in center of the paper.
   Elicit from the children words that tell what a hand can do. Print these in color on hand with child's name.
   Across the top border print, "My Hands Can." On the other three sides have children paint hand prints along the border and paw prints (made with fist and fingertips) in each corner.

B. Cooking

1. Make basic sugar cookie recipe and use hand cookie-cutter. Decorate.

2. Make chocolate pudding and use as a finger paint per directions in Finger Paint and Pudding Prints.

C. Movement

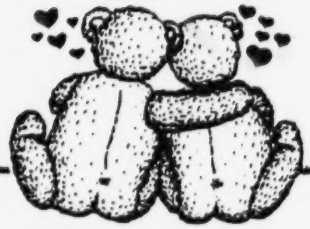
1. Use your hands and your face to show different emotions.

2. Teach sign language for kneel, lie down, fall, jump, sit, dance, stand.
   Teacher shows sign and children respond per A Show of Hands.

D. Math

1. Hold up various numbers of objects (e.g. unifix cubes, blocks, etc.) Have the children match by holding up corresponding number of fingers.

2. Practice one-to-one correspondence by counting objects as they point to them with index finger.



FEELINGS

I. Subject: Feelings

II. Statement of Intent: The children will be able to identify and understand their feelings.

III. Bibliography

A. Feelings Alphabet by Judy Lalli, B. L. Winch and Associates, California

B. A Book of Hugs by Dave Ross, Thomas Y. Crowell, New York.

C. I like To Be Little by Charlotte Zolotow, Thomas Y. Crowell, New York.

D. The Do Something Day by Joe Lasker, The Viking Press, New York.

E. Alexander and the Terrible Horrible No Good Very Bad Day by Judith Viorst, Atheneum, New York.

F. Leo the Late Bloomer by Robert Kraus, Thomas Y. Crowell, New York.

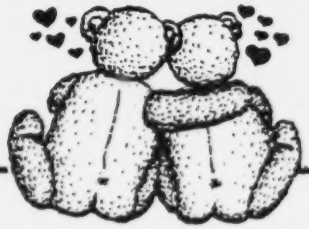
IV. Curriculum: Read the Feelings Alphabet Book. Talk about different feelings and how we can show them with our faces.

A. Language Arts

1. Play a game. Teacher calls out an emotion, children use face and one body part to show the feeling.

2. Brainstorm and list on board the different feelings that the children have.

3. "The Feeling Quilt" - Give each child a circle of paper. Ask them to choose an emotion and draw the face to depict that emotion. Collect and mount on butcher paper. Color in a border made with rubber stamps. Ask children to stamp an A B pattern.



B. Art

1. Paint with water colors to different moods of classical music.

C. Math

1. Cut out faces from a magazine. Group them according to emotions and graph results.

D. Music

1. Sing "If You're Happy and You Know It" and "Magic Penny"

E. Cooking

1. Press bread with "I Love You" plastic stamp and then toast the bread.

2. Spread peanut butter on bread, press with "I Love You" plastic stamp and eat.

HEROS

I. Subject: Heros

II. Statement of Intent: To give the children guidelines for the role models in their lives.

III. Bibliography: There are so many books dealing with heros that we refer you to Subject Access To Children's Picture Books, a valuable book available at your library. For this curriculum we used the following books:

A. The Christmas Train by Ivan Gantschev, Little, Brown and Co., Boston, MA.

B. Squanto and The First Thanksgiving by Joyce K. Kessel and Lisa Donze, Carol Rhoda Books, Minneapolis.

C. Magic A Bibliography of Earvin Johnson by James Haskinss, Enslow Publishers, New Jersey.

D. People of Destiny: Helen Keller by Norman Richards, Children's Press, Chicago.

E. Martin Luther King, Jr. by Margaret Young, Bowmar/Noble Pub., Inc.

F. I Am A Man Martin Luther King, Jr. by Eve Merriam.

G. Abraham Lincoln, Ingri and Edgar Pann d'Aalaire, Doubleday, New York.

H. George and The Cherry Tree by Aliki.

I. If You Grew Up With G. W. by Ruth Belov Gross, Scholastic, New York.

J. "Sports Illustrated", 1984 Olympics Edition.

K. Mother Theresa of Calcutta

IV. Curriculum: Begin the unit by reading The Christmas Train and Squanto just before Thanksgiving.

A. Language Arts

1. Malina

Read and discuss The Christmas Train, then have the children dictate and illustrate responses to the tease... "I am brave like Malina when I ..."

2. Squanto

Read and discuss Squanto and the First Thanksgiving.

a. Have the children stand at the mirror and apply war paint.

b. Have the children make headresses. Copy Indian symbols for bravery on their headpiece (see attached sample).

3. Martin Luther King

Read the books Martin Luther King, Jr. and I Am A Man.

a. Xerox "Happy Birthday Dr. Martin Luther King, Jr. I have a dream." (see sample) After hearing about Dr. Martin Luther King, Jr. and discussing prejudice, peace and his "dream" have the children illustrate their dreams.

b. Make and wear Peace Pendants (see sample).

4. Abraham Lincoln

Read and discuss Parin d'Aulaires' Abraham Lincoln.

a. *Have the children draw pictures of events in Lincoln's life and make a quilt with them.*

b. *Make the Lincoln penny pendant shown in sample. Clean and polish the pennies with copper cleaner.*

5. *George Washington*

Read and discuss George and The Cherry Tree by Aliki.

a. *Duplicate picture of George Washington. Have the children color it with colored chalk and wipe with a tissue. Cut out in a circular shape and paste on to a paper plate that has been painted red.*

b. *The children will make paper fans and dance a very simple minuet.*

c. *Make three cornered hat following sample directions.*

6. *Helen Keller*

After reading and discussing People of Destiny, stress her ability to see through her sense of touch.

a. *Make a texture quilt. Have the children bring in squares of different fabrics, for example; corduroy, wool, silk, velvet, burlap, etc. and make a classroom quilt with them.*

b. How to make and use a "Feel Box."

Look for a sturdy box with a removable lid. My "Feel Box" is 7"x8"x11". It's an old school pictures box I've used for 27 years. Cut a hole 4" in diameter in one end of the box. Glue an old shirt sleeve or a cylinder of cloth around the hole. The "sleeve" hangs inside the box. Cover the box and lid with decorative contact paper and your are ready to use your "Feel Box."

Place pieces of cloth that match the fabric the children used in their "Touch Quilt" in the feel box one at a time. Children put their hand in the box, through the "sleeve," feel the piece of fabric and then point to the matching cloth on the quilt.

Use the "Feel Box" for an object guessing game. Place familiar classroom objects such as crayons, scissor, paper clip, small ball, hole puncher, etc. in the box. A child puts their hand in the box, calls out what they feel, and removes the object to show to the group.

Put alphabet and/or numeral puzzle pieces in the box one at a time and children try to identify the letter or numeral by feel. Children can look at the alphabet while they are feeling he letter. Start with the first letter in the child's name.

Place a classroom object in the "Feel Box" and have a child reach in, feel the object, describe how it feels and the rest of the group guesses what the object is.

7. Magic Johnson

   After reading and discussing Magic have the children

   a. Practice dribbling a basketball and count how any times they can bounce it.

   b. Play Rim Ball if you can get one

   c. Children practice tossing "nerf" balls and bean bags into a laundry basket.

8. Mary Lou Retton

   After reading and discussing "Sports Illustrated Olympic Issue", have the children

   a. tour a gymnastic studio

   b. invite an older child in school to come in and demonstrate gymnastic skills.

9. Mother Theresa of Calcutta

   After reading and discussing Mother Theresa of Calcutta, have the children make a Mother Theresa loves babies quilt.

   a. Cut a 4' x 3' piece of butcher paper and rule a six inch margin all around. At the top print "Mother Theresa ♡ Babies." Drape pieces of baby fabric on paper, glue. Have the children cut pictures of babies from magazine and paste them in a pattern on the material of the "quilt."

10. Joan Baez

Read and discuss magazine articles about Joan Baez stressing her work with Amnesty International and her efforts for peace. Have the children listen to her recordings and listen for her words of peace.

B. Cooking

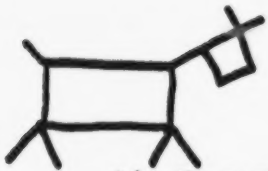
At snack or lunch time

1. Everytime a hero is celebrated the children will hold their milk high and drink a toast to that particular hero.

2. Prepare foods native to the hero celebrated.

3. When in doubt make a "hero sandwich."

INDIAN SYMBOLS



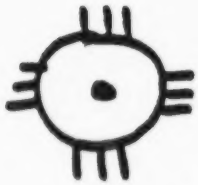
HORSE

MAN

THUNDER BIRD

TURTLE

GOOD LUCK

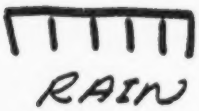


SUN

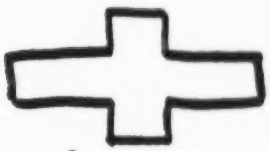
CLOUDS

BUTTERFLY

MOUNTAINS

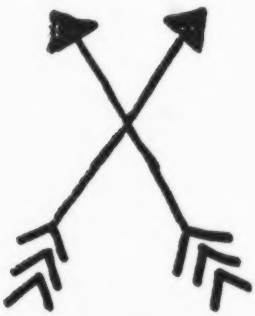


RAIN

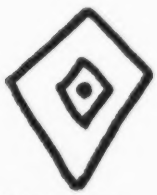


PATHS CROSS

FEATHERS



FRIENDSHIP



WISE

BIG MOUNTAINS

I AM FREEDOM'S CHILD

by Bill Martin Jr.

I like me,
No doubt about it,
I like me,
Can't live without it,
I like me,
Let's shout about it,
I am Freedom's Child.

You like you,
No doubt about it,
You like you,
Can't live without it,
You like you,
Let's shout about it,
You are Freedom's Child.

We need all the different kinds of people we can find
To make Freedom's dream come true,
So as I learn to like the differences in me,
I learn to like the differences in you.

I like you,
No doubt about it,
You like me,
Can't live without it,
We are free,
Let's shout about it,
Hooray for Freedom's Child!

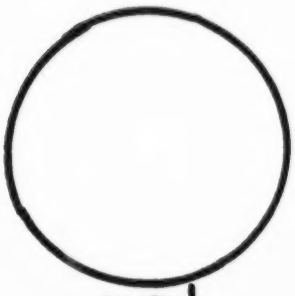
BEST COPY AVAILABLE

HAPPY BIRTHDAY

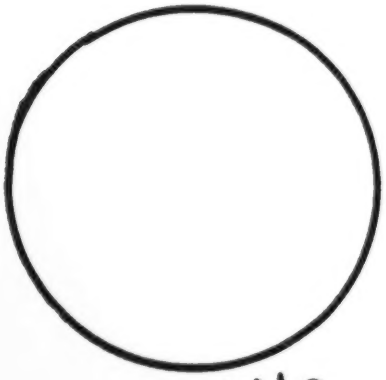
DR. MARTIN LUTHER KING

I HAVE A DREAM

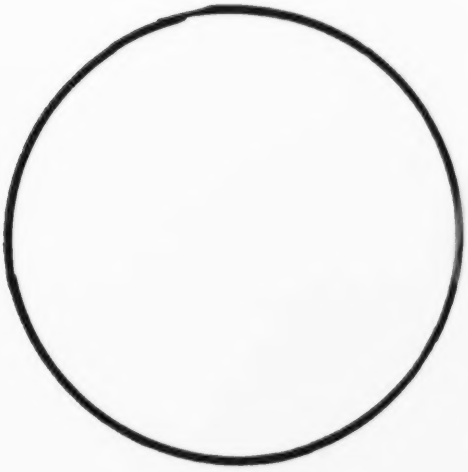
Lincoln Penny Pendant



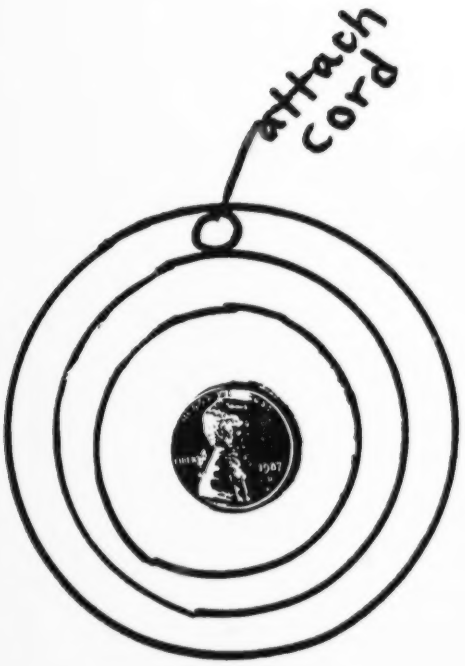
red

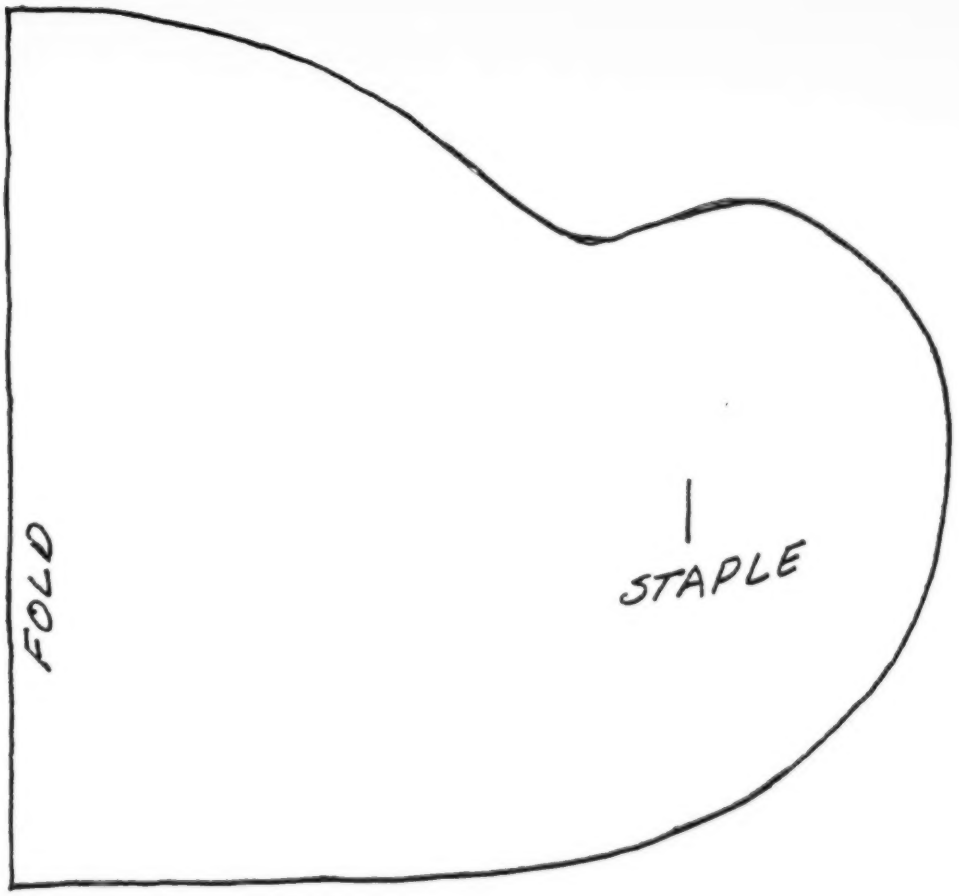


white



blue





WASHINGTON'S THREE-CORNERED HAT

Trace hat template on red, white and blue papers

Staple together.

Glue on star and Washington's picture from a dollar bill.

GEORGE WASHINGTON'S BREAKFAST

HOECAKES - COOKED ON A HOE IN THE FIREPLACE.

CORNBREAD MIX - MAKE THE CORNBREAD MIXTURE ACCORDING TO DIRECTIONS ON THE PACKAGE. ADD MILK OR WATER UNTIL IT IS THE CONSISTENCY OF PANCAKE DOUGH. HEAT GRIDDLE OR ELECTRIC FRYPAN TO 350°. POUR ONTO GRIDDLE IN SILVER DOLLAR SIZE. WHEN CAKES BROWN, TURN.

MOTHER'S DAY

I. Subject: Mother's Day

II. Statement of Intent: To give the children an opportunity to show appreciation for their mothers and celebrate Mother's Day with them in the classroom.

All these activities can be adapted to Father's Day.

III. Bibliography

1. Happy Mother's Day by Steven Kroll, Holiday House, New York.

2. The Mother's Day Mice by Eve Bunting, Clarion Books, New York.

3. Mother, Mother, I Want Another by Maria Polushkin, Crown Publishing, New York.

4. Mother's Day by Mary Kay Phelan, Thomas Y. Crowell Co., New York.

5. Mama One, Mama Two by Patricia MacLachlan, Harper and Row, New York.

6. Play Power, op. cit.

IV. Curriculum: Present the book, Happy Mother's Day. In this story a mother arrives home to find a note pinned to the front door. She is guided on a journey from room to room of the house to find clean rooms, a new hat, a necklace, a purse and a dinner with the loving family.

This is a comprehensive unit. The Mother's Day celebration will include all areas of the curriculum.

The mothers will be invited to come to a tea in the classroom. When they arrive they will find a note on the door directing them to another location in the school. They will be met there by five children from the class who give them each a hat made by their child and direct them to read another note. They are met at the next location by five

children who give them a heart pendant made from "clay dough" and directed to next location. At the next place they are given a paper purse containing coupons made by their child and redeemable for chores and favors. The final note leads them back to the classroom for tea and cake with their children.

It is recommended that some sixth graders be at each location with the younger children to help.

A. Language Arts

1. *Brainstorm on chalkboard ideas for the coupons. Have sixth graders in to take individual dictation from the children (so as not to involve mother helpers).*

2. *Write the notes that lead the mothers on their journey with the whole class.*

3. *The children will dictate work coupons.*

B. Art

1. *Have the children bring in scraps of lace, tule, pretty fabric, ribbon, flowers, buttons, scraps of pretty anythings. Use two Chinet paper plates (the undivided dinner dish and the soup bowl) to make the hat. (Glue gun is essential.) Children decorate their mother's bonnet.*

2. *Make heart pendants with cookie cutters and clay dough. Paint red and put on a cord.*

3. *Make an envelope purse with colored construction paper.*

4. *Make an "Initial" wall hanging with liquid crayon and wrap as Mother's Day gift.*

C. Math

Make a graph with "mother stamp" if you can get one. My mother goes to work, my mother babysits, or my mother works at home.

D. Movement

1. Play "Jack and Jill Mice Go Home" game (see attached).

2. Fingerplay - "Mrs. Kitty's Dinner"

Mrs. Kitty's Dinner

Mrs. Kitty, sleek and fat, (Put thumb up with fingers folded on right hand)
With her kittens four. (Hold up four fingers on right hand)
Went to sleep upon the mat (Make a fist)
By the kitchen door.

Mrs. Kitty heard a noise.
Up she jumped in glee. (Thumb up on right hand)
"Kittens, maybe that's a mouse? (All five fingers on right hand up)
Let's go and see!"

Creeping, creeping, creeping on. (Slowly sneaking with five fingers on floor)
Silently they stole.
But the little mouse had gone (Mouse is thumb on left hand)
Back into his hole

from Circle Time

JACK OR JILL MICE GO HOME

Set Up and Materials:

1. *Empty indoor or outdoor space.*
2. *Children divided into groups of three scattered in the space.*
3. *One hoop for each group of three children.*
4. *Triangle or bell to be used for noisemaker.*

Procedure:

1. *Two of the children in each group sit down in Ready Position facing one another on either side of one hoop. The third child is the "Jack Rabbit' or the "Jill Rabbit" and is sitting in Ready Position safely inside of the hoop which is "home".*

2. *There should be extra "Rabbits" and the Teacher could break up a group of three so that entire group could be "Rabbits".*

3. *The Teacher explains that the "Rabbits go home" by doing the Rabbit Jump. Several children should be asked to demonstrate.*

4. *When the Teacher says, "Bang!", the "Rabbits" do the Rabbit Jump out of the hoop into another hoop. Whenever a "Jack Rabbit" or "Jill Rabbit" enters a home, the two children sitting around the hoop IMMEDIATELY" stand up and join hands to provide a "roof" to protect their "Rabbit".*

5. *At the sound of the noisemaker, everyone sits down. The game continues when the Teacher says, "Bang!"*

Specific Goal:

1. *Spatial awareness*
2. *Directionality*
3. *Body Awareness*

Suggestions and Variations:

1. *This activity should be divided into approximately three equal time periods so that every child has at least one opportunity to be a "Jack Rabbit" or a "Jill Rabbit".*

PLAY POWER

LETTERS

I. Subject: Letters

II. Statement of Intent: To introduce children to the art and importance of letter writing.

III. Bibliography

1. The Jolly Postman

2. The Animal's Merry Christmas by Kathryn Jackson, Simon Schuster, New York.

IV. Curriculum

A. Language Arts

1. Read The Jolly Postman. Discuss the fun of receiving letters. Talk about what to write and how to get a letter ready to mail.

   Set up a mail box in the classroom. Provide paper, pencils, flow pens and envelopes. Have some appropriate rubber stamps and a stamp pad for children to "stamp" their envelope.

   Set aside a time of day when children may "write" letters. Pictures are fine. The teacher should write a letter to each child by the end of the school year. Appoint a postman to deliver mail.

2. Read The Golden Sled. Have children write letters to Santa. Get them published in school newsletter or local newspaper.

3. Brainstorm with students. Write class letter to author of The Jolly Postman.

B. Art

1. Using alphabet noodles, have children make a greeting card with words and picture. Have key words on board for them to copy, i.e. Happy Birthday, Thank You.

C. Food

1. Make alphabet soup.

2. Using refrigerator bread sticks, make first letter of student's name. Roll in sesame seeds.

D. Math

1. Count number of letters mailed each day for two weeks. Make a graph for each day. Compare which week had more letters.

GROUND HOG DAY

I. Subject: Groundhog Day

II. Statement of Intent: To provide an opportunity to discuss animals in winter, hibernation and to celebrate the changing of winter to spring.

III. Bibliography

1. This is The Day by John Hamberger, Grosset and Dunlap, Inc., New York.

2. The Big Snow by Berta and Elmer Hader, Macmillan Publishing Co., New York.

3. A Garden For A Groundhog by Lorna Balian, Abingdon Press, Nashville.

To extend this unit we provide a bibliography for the study of spring.

1. I Love Spring by Steven Kroll, Holiday House, New York.

2. Spring Holidays by Sam and Beryl Epstein, Garrard Publishing Co., Illinois.

3. What Happens in the Spring? by Kathleen Costello Beer, National Geographic Society, Washington, D.C.

4. There's More Much More by Sue Alexander, Harcourt Brace Jovanovich, San Diego.

5. The Boy Who Didn't Believe in Spring by Lucille Clifton, E. P. Dutton, New York.

6. The Friends Find Spring by Judy Delton, Crown Publishers, Inc., New York.

IV. Curriculum: Read The Big Snow and discuss the change from winter to spring and how it affects woodland creatures, especially the groundhog.

FEBRUARY 2ND. IS CALLED GROUNDHOG DAY. A STORY FROM THE PAST SAYS THE GROUNDHOG COMES OUT OF HIS BURROW ON THAT DAY. IF THE ANIMAL SEES HIS SHADOW, IT GOES BACK TO SLEEP FOR 6 MORE WEEKS. IF IT IS A CLOUDY DAY, IT STAYS OUTSIDE LOOKING FOR AN EARLY SPRING. THE GROUNDHOG IS ALSO KNOW AS A PRAIRE DOG.

. . . . . .

PLEASE TEAR OFF AND RETURN TO SCHOOL MONDAY

WAS SUNDAY A CLOUDY DAY? YES NO

WAS SUNDAY A SUNNY DAY? YES NO

DID THE GROUNDHOG SEE HIS SHADOW? YES NO

SIGNED

APRIL FOOL

I. Subject: April Fools' Day

II. Statement of Intent: To provide an opportunity to have fun with language and listen to and memorize funny rhymes.

III. Bibliography

A. April Fool by Mary Blount Christian, Aladdin Books, Macmillan Publishing Co., New York.

B. Arthur's April Fool by Marc Brown, Little, Brown and Co., Boston

C. My April Fool Book by Arlene Popkin, Jay Alden Publishers.

D. Ride A Purple Pelican by Jack Prelutsky, Greenwillow Books, New York.

E. Kate's Secret Riddle Book by Sid Fleischman, Franklin Watts, New York

F. Mixed-Up Mother Goose by Leonard Kessler, Garrard Publishers, Illinois.

G. Limericks by Irving Wasserman, Houghton Mifflin Co., Boston.

H. Rhymes by Peter Neumeyer and Robin B. Cano, Houghton, Mifflin Co., Boston

IV. Curriculum

A. Language Arts

1. Read My April Fool Book by Arlene Popkin and use it as a pattern to make a class book.

2. Read Limericks to the children.

APRIL FOOL

3. Have the children memorize some silly rhymes as in Rhymes. Dramatize using a prop box.

4. Have the children tell and make up riddles.

5. Read Arthur's April Fool. Write each child's name backwards on a card. Ask children to try to find their name and double check by holding card up to mirror.

B. Cooking

1. Provide cut up pieces of several kinds of fruits and vegetable, olives, pickles, raisins, etc. and toothpicks. Have the children create "silly creatures" by connecting the vegetable pieces with toothpicks.

2. Make sunshine dip. Add orange juice and cinnamon to yogurt until desired consistency. Use to dip 'silly creatures' into piece by piece and eat.

C. Math

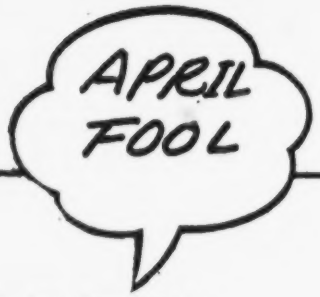
1. Ask the children how many April Fool jokes that they attempted today and graph those that were successful and those that were not.

D. Art

1. Take advantage of a rainy April day (if not today) and do rain drop art.

   Put several colors of powdered tempera into salt and pepper shakers.

   Shake powdered paint onto white drawing paper (2 or 3 colors) take the paper out in the rain and watch as the powder liquifies, spreads, makes new colors. Stop when child is satisfied with design.

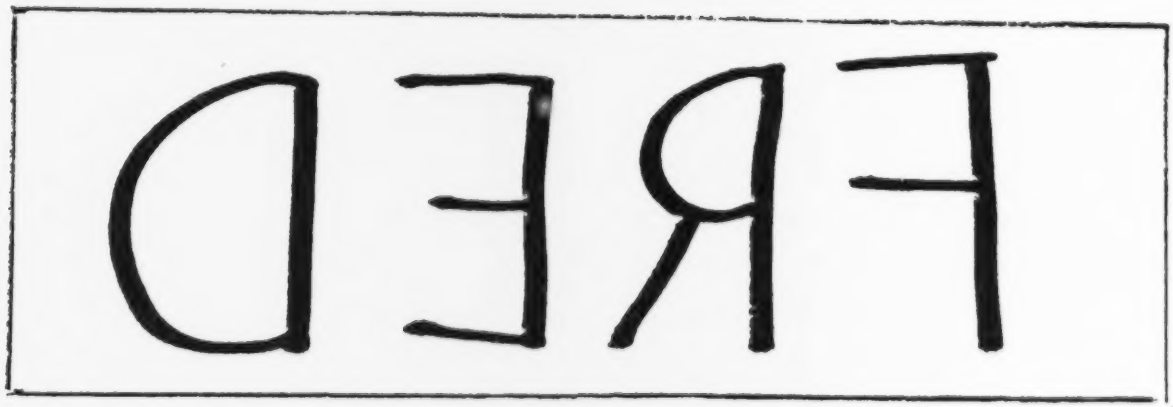


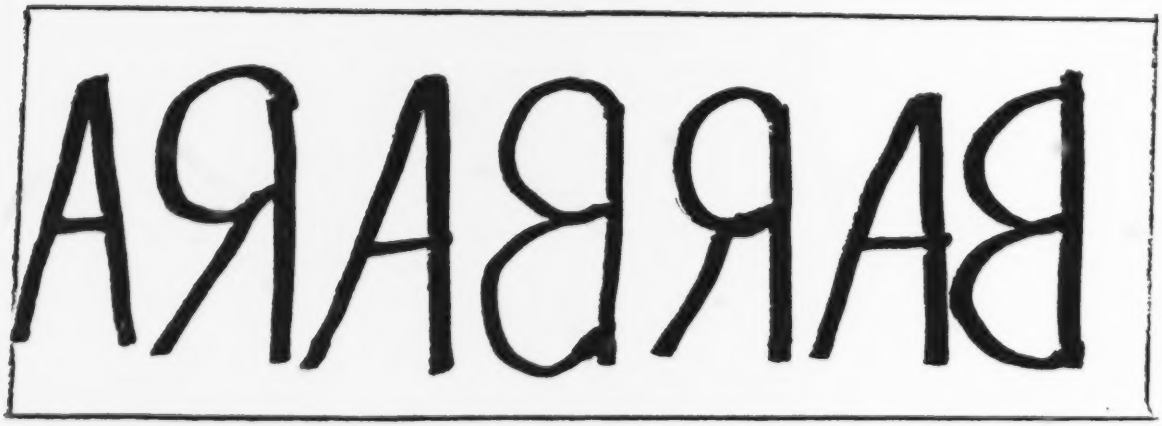
2. *"Silly Paint Brushes"*

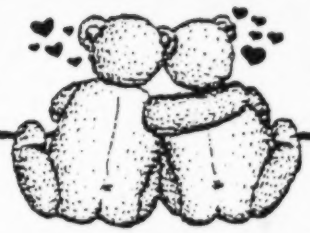
Pour tempera into baking pans - use branches from a tree to paint on long rolled out piece of butcher paper.

April Fools Day

Mirror Name Cards







TRAVELING BEARS

I. *Subject: Traveling Bears*

Two suggested plans for the "Traveling Bear"

A. *The Overnight Bear Journal Writing Experience*

This activity introduces journal writing to very young children. An additional benefit is that it involves parents, for it is the parents who must help the child write the journal entry.

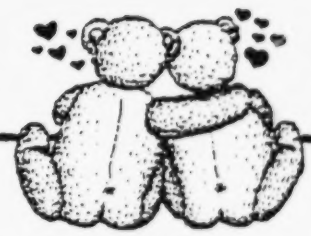
Before introducing the activity, you must assemble:

1. *A stuffed animal (our animal is a bear, Betsy Bear, ~~and~~ she has her own smaller bear, too, just for fun)*
2. *Some kind of bag for the students to carry the stuffed animal and its accessories*
3. *A "journal", any simple notebook will do*
4. *A calendar, to keep track of who is taking the bear home*
5. *A letter to parents explaining the activity, with a consent for parents to sign and return. Parents agree to host the class animal, and to help their child with the related activities.*
6. *Three storbooks featuring your animal as the main character. For example, we have a bear, so our stories feature bears. Bear stories also happen to be the easiest to find.*

Our bear also has her own little pillow and blanket, a nightie, a t-shirt for daywear, and a bib for mealtime.

The way it all works:

Children take turns taking the bear home for an overnight visit. Parents can send in a note requesting the bear for a special week-end visit, for instance, our bear is going to a baby shower this week-end with one of our students!
While visiting, the kids are to take care of the bear, e.g., make sure her bib is on for dinner, play with her, change her into her nightie at bedtime, etc. The parents must help write her journal entry, describing



the various activities that the bear took part in while visiting. The host child then illustrates the journal entry. The parents also read the bear books with the child and the visiting bear.

B. *The Traveling Bear and journal offer a unique language arts experience. The "Bear" visits in different cultural environments and when he returns to the classroom the account of his adventures is read from the journal to the entire class. The children are held responsible for the well-being of the classroom bear on his visit.*

The following are 2 examples of the letters that accompany the bear and journal home each night.

"Dear Parents,

"We are going to have a visiting bear this year. This is how it will work in our room.

"When it is your child's "day" in the classroom, they will also get to bring our room bear home for an overnight visit. (If your child's "day" is on a Friday they will have their bear visitor for the weekend.) It is very important that you help your child accept the responsibility for taking care of our room bear and returning it the next morning. (Monday morning if you had a weekend visitor.) There will always be someone waiting for their turn.

"While the bear is in your home, your child will tell you a story about something the two of them saw, did, went to, etc. Please write/print your child's words just as they say them to you. Write the story in the Teddy Bear Journal on the page with your child's name and the date at the top.

"I am hoping this will be a positive language arts experience for all of us. The stories will be read to the class each morning at 9:45.

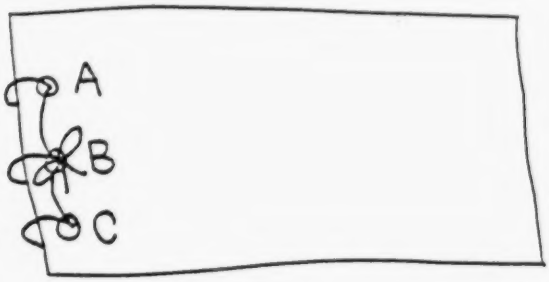
Thank you,"

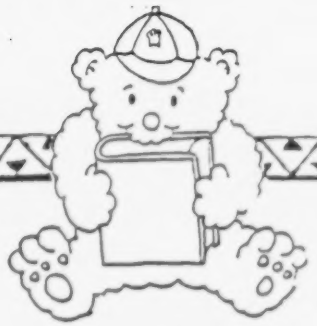
BOOK BINDING

I. Subject: Book Binding

A. Library Binding

Yarn comes up through B leaving a 4" end.
Yarn threads down through A.
Up over left edge and back down through A
Up through B and down through C.
Up over left edge and back down through C.
Up through B.
Tie the two ends together over the left edge.

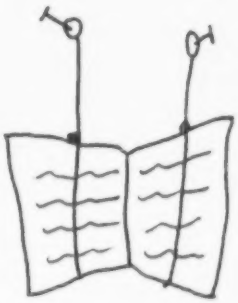




B. *How to hang a book on the wall*

When you can't find individual pictures to hang on your classroom wall, you can hang picture books, encyclopedia pamphlets and/or magazines to help illustrate our lessons.

Use strong hemp twine or heavy rug yarn. Make a large loop with a slip knot that will fit around 1/2 of your open book. Match the loop on the other side of the book. Make small loops at the other end of the string and pin to your wall. To keep the book from closing, place a flattened paper towel role through the two large loops on the back of the book. Magazines and pamphlets can be hung by one loop at the spine of the magazine. Use large "T" pins to keep pamphlet and magazine straight.



HANGING BOOK

HANGING MAGAZINE